Year 1&2 Medium Term Plan Autumn 2025				
Theme **BLAST OFF! (SPACE)**		**NATIONAL CURRICULUM OBJECTIVES**	**SKILLS PROGRESSION**	**CURRICULUM OVERVIEW**
Maths	The children will be taught in mixed ability groups. Both year groups will be covering the White Rose objectives, which link to the National Curriculum.	Yr1: place value (within 10) Addition and subtraction (within 10) Geometry-shape Yr2: Place value Addition and subtraction Shape		
English	Phonics Reading Grammar Poetry Adventure stories	Daily phonics lessons will be taught using the scheme Little Wandle Reading fluency, decoding, prosody and comprehension skills will be taught through group and whole class reading. We will be reading and responding to a variety of fiction texts, non-fiction texts and poetry. Grammar will be integrated within our teaching of writing as well as in some discrete lessons. Handwriting will be taught in discrete lessons where we will focus on correct letter formation and fluency. We will explore and recite a range of poetry. The children will build up a bank of poems their poetry journals. Through our theme the children will orally compose and write their own poetry linked to the planets in our solar system. The children will receive a voice recording from the fictional character, Bob and a copy of the text 'Man on the Moon-A Day in the Life of Bob'. They will use their knowledge of space to help Bob decide what he will need to pack in his suitcase for his new job on the Moon! The children will use role-play to act out Bob's journey and explore the settings in the book. They will use their senses to describe what they see, hear, smell and feel during their adventures on the moon and record these when writing postcards to their family on Earth. The children will sequence the		

		story and create a video diary in the first person (as the character of Bob). Finally, they will explore the parallel story that takes place in the text and create an alien timetable. They will then use this to expand upon the story and write their own adventure stories.		
	Non-Fiction text	The children will receive an invitation from outer space to visit a chosen planet. The children will blast off into space through role-play and become astronauts and scientists. They will explore objects and solve clues to find out facts about all eight planets, in order to decide which planet they would like to visit. When researching space, the children will learn about the structure of non-fiction books and use them to find answers to their questions. They will write up their findings and publish their work in a class book		
	Character/setting description.	The text 'Toys in Space' is a meta-fictional tale that draws young children's attention to the playful side of storytelling and feeds their imagination with the question: where do all the lost toys go? Through this text they will use their imaginations to describe imaginary worlds and write their own stories. We will create story telling areas where they children can read their stories to an audience of toys!		
	Instructional writing	After making their own rockets the children will write instructions 'How to make a rocket'		
Geography	If You Go Down to the Woods today… (Features of forests / Using maps and atlases)	**Human and physical geography** To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. To use key human	**Geographical skills and fieldwork** Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to study the geography of their school and its	The children will be introduced to the fascinating world of forests and maps. Through hands-on activities the children will make outdoor observations and use map skills to explore the features of forests and understand the geographical concepts related to them. They

		features, including: city, town, village, factory, farm, house, office, port, harbour and shop. **Place knowledge** Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country **Locational knowledge** Name, locate and identify characteristics of the four countries of the United Kingdom	grounds and the key human and physical features of its surrounding environment Use locational and directional language to describe the location of features and routes on a map To devise a simple map; and use and construct basic symbols in a key Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features on a map	will find out what is a forest like, identify human and physical features, make a forest map, use leaf samples and observations of trees in the local area to identify different trees, use an atlas, world map, globe or UK map to locate some of the world's forests and describe the location of the world's forests using the four compass points.
Science	**Everyday materials**	Pupils should be taught to: distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on	Gather and record data to help in answering questions Describe the simple physical properties of a variety of everyday materials. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass,	The children will explore, name discuss, and raise questions about different everyday materials, learning their names such as; wood, glass, metal and plastic. We will look closely at their properties to see if they are hard, soft, shiny, bendy opaque/transparent. absorbent/not absorbent or waterproof. We will carry out tests to find out which materials are the strongest, bendiest or best at keeping water out. Linked to our story *Man on the Moon*, we will also learn about Bob's spacesuit. Pupils will work

		the basis of their simple physical properties Distinguish between an object and the material from which it is made **Work Scientifically** Ask simple questions. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions	brick/rock, and paper/cardboard for particular uses.	scientifically by performing a simple test to explore the question- What is the best material to repair Bob the astronauts glove? Along the way we will sort natural and man-made materials, and finally work together in teams to build an exciting Moon Base for Bob using junk modelling material.
History	**Moon landings**	**Build an overview of world history** Describe historical events Describe significant people from the past. **Understand chronology** To understand chronology and add significant events to the class timeline. **Place events in order on a time line.** **Investigate and interpret the past** Observe or handle evidence to ask questions	**Chronological Understanding** **Ordering events**: The Moon landing happened in the past (1969), and begin to place it on a simple timeline. Sequencing: Explore key events in space travel leading up to the Moon landing, helping them to understand "then and now." Understanding that life was different in the past (e.g., technology, communication, transport). **Historical Enquiry** Asking and answering questions. Using sources such as: Photos,	The children will investigate the moon landings, answering key questions along the way. Has man ever been to the moon and how can we know for sure? Why did the astronauts risk their lives to go to the Moon? How were the astronauts able to get there and back safely? What did they do when they got to the Moon and how do we know?

		and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past.	videos (like the Moon landing footage), Quotes from astronauts or people at the time, Artefacts or replicas (e.g., space suits, rockets). Beginning to ask their own questions about what they see or hear. **Understanding of the Past through Sources** Looking at evidence: Using photos, video clips, or stories to learn about the past. Recognising that sources can tell us different things (e.g., how people felt about the landing vs what actually happened). Comparing first-hand and second-hand evidence, such as watching a video of the Moon landing vs reading a storybook about it. **Knowledge of Significant Individuals** Learning about Neil Armstrong, Buzz Aldrin, and others. Understanding that these people are significant because of their achievements. Comparing them with other famous explorers they may have studied (e.g., Christopher Columbus, Amelia Earhart). **Historical Interpretation** Recognising that the Moon landing meant different things to different people (e.g., Americans, Soviets,	Does everyone agree that we should continue to send people to the moon? How should we commemorate this great achievement? Significant events will be recorded on the class timeline with discussions about what else was occurring at this time, as well as relating this to their own family timelines.

			children at the time). Understanding that stories and films about the Moon can sometimes be fictional or exaggerated. **Communication** Describing historical events using appropriate historical vocabulary such as: Past, present, long ago, explorer, astronaut, rocket, lunar. Retelling the events of the Moon landing in their own words. Using writing, art, or drama to present their understanding (e.g., acting out the Moon landing or creating a diary entry as Neil Armstrong).	
Art	**Explore and Draw** Drawing, Sketchbooks, Collage **Themes:** Natural Forms, Seasonal Changes, Patterns, Symmetry **Medium:** Graphite, Handwriting Pen, Watercolour / Brusho, Wax Resist **Enquiry Question:** How can we	to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to	**Collage** Use a combination of materials that are cut, torn and glued Sort and arrange materials Mix materials to create texture Explore different methods and materials as ideas develop Respond to ideas and starting points Explore ides and collect visual information. **Drawing** Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils.	We will introduce the idea that artists can be collectors: they go out into the world, look at things in new ways, and bring things back to the studio to inspire their art. *Using inspiration from artists Rosie James and Alice Fox, the children will explore observational drawing, experimental mark making, and think about how they can use composition to create their artwork. The children will explore* the local environment, collect objects for drawing (leaves, twigs, shells etc). They will arrange elements within the environment in new ways and photograph them. *Lessons will*

	become open, curious, explorers of the world, and use what we find to inspire us to make art?	their own work.	**Painting** Use thick and thin brushes, explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. Use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.	*encourage the children to begin to develop hand-eye coordination through slow and paced looking. This is balanced by encouraging children to nurture a playful exploration of media, a curiosity towards the world around them, and to begin to take creative risks/trust instinct.*
Music	Dynamics Seaside Listening and evaluating Creating sound Improvising and composing Performing	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music	Use appropriate, justified movements to represent dynamics. Identify sounds within the music and describe them using adjectives. Recreate sounds using voice or body and extend ideas by adding dynamics. Create appropriate, original sounds with their voice and body. Use instruments to create loud and soft sounds. Justify instrument and sound choices. Follow instructions during a performance. Create and play a musical score that showcases understanding by using dynamic symbols	The children will make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.
Design and technology	Space storyboard with sliders/levers	Explore and use mechanisms [for example, levers, sliders,	**Designing**	The children will explore and evaluate a collection of books

		wheels and axles], in their products	Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through drawings and mock-ups with card and paper. **Making** Plan by suggesting what to do next. Select and use tools, explaining their choices, to cut, shape and join paper and card. Use simple finishing techniques suitable for the product they are creating. **Evaluating** Explore a range of existing books and everyday products that use simple sliders and levers. Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. **Technical knowledge and understanding** Explore and use sliders and levers Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project. slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join,	and everyday products that have moving parts, including those with levers and sliders. We will use questions to develop children's understanding e.g. What do you think will move? How will you make it move? What part of the product moved and how did it move? How do you think the mechanism works? What else could move in the product? How well does it work? After discussion about what we are designing, making and evaluating the children will consider. Who will your product be for? What will be its purpose? How do you want it to move? Will you use a lever or a slider? We will generate a simple design criterion with the children e.g., the mechanism should work smoothly, it should make the right type of movement. The children will be encouraged to develop their ideas through talking, drawing and making mock-ups of their ideas with paper and card and to discuss the finishing techniques they might use e.g., using digital text and graphics, paint, felt tipped pens or collage. As a whole class we will talk about the order in which the mechanisms will be made. Children will evaluate their developing ideas and final

			pull, push, up, down, straight, curve, forwards, backwards design, make, evaluate, user, purpose, ideas, design criteria, product, function	products against the original design criteria.
Computing	Information Technology Around Us Grouping Data	- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content - Recognise common uses of information technology beyond school - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies -Use technology purposefully to create, organise, store, manipulate, and retrieve digital content -Use technology safely and respectfully .	This unit progresses learners' understanding of technology and how they interact with it. They will develop this understanding to become familiar with the term information technology and will be able to identify common features of IT. This unit also builds on the learners' understanding of using technology safely and responsibly This unit will introduce learners to the concept of labelling and grouping objects based on their properties. Learners will develop their understanding that objects can be given labels, which is fundamental to their future learning concerning databases and spreadsheets. In addition, learners will begin to improve their ability to use dragging and dropping skills on a device. Following this unit, in year 2, learners will present data graphically in pictograms.	Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Introduces pupils to data and information. They will begin by using labels to put objects into groups and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.
RE	Enquiry: What do my senses tell me	Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or	Philosophy	This term we will be learning about the five senses (see, hear, smell, touch, taste) and how

	about the world of religion and belief?	Sikhism. Study other religions of interest to pupils. Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion. Recognise, name and describe some religious artefacts, places and practices. Identify the things that are important in their own lives and compare these to religious beliefs. Identify how they must make their own choices in life. Explain how actions affect others.	The Nature of knowledge, meaning and existence - Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them. How and whether things make sense - Give a simple reason using the word 'because' when talking about religion and belief	they are engaged in religion and worship. The worship practice of Hindu Puja. Visual art, e.g., Murti / Image of Hindu God Artefacts, e.g., Arti Lamp has five wicks one for each blessing Smell – incense is used as part of Hindu worship at a shrine Taste – food such as fruit is left at the shrine as an offering to the Gods
PSHE	My Happy Mind Celebrate My Happy Mind-Places	Healthy Lifestyles (Physical wellbeing) What keeping healthy means; different ways to keep healthy. Why sleep is important and different ways to rest and relax. Ways to learn and play; recognising the importance of knowing when to take a break from time online or TV. How to recognise and name different feelings. How feelings can affect people's bodies and how they behave. How to recognise what others might be feeling. How to recognise that not everyone feels the same at the same time, or feels the same about the same things. Ways of sharing feelings; a range of words to describe	I can explain: Where their brain is in my body and what it looks like. That our brain has 3 main parts, and it works best when they work together. The 3 parts are Team H-A-P: Hippocampus, Amygdala and Prefrontal Cortex. That when we feel big emotions, our Amygdala can react and take over our brain, sending the Hippocampus and Prefrontal Cortex to sleep. That Happy Breathing helps our entire body, including our brain, to relax and wakes up the Hippocampus and Prefrontal Cortex. That if they we want to improve at something, we need to practise repeatedly, and our brain helps us get better each time. This is called Neuroplasticity.	My Happy Mind is focused on giving children a foundational knowledge of the brain and teaching them how they can look after their minds to be at their very best. Children will learn that their brain is an organ and that it has many functions. They learn that the brain controls most of what we do and that it is an amazing thing! Children learn that they can choose what to focus their mind on, and recognise that concentrating on learning something new helps their brain remember and grow. Children will learn the concept of Neuroplasticity i.e. That the brain can grow and change when you practise and work on

		feelings. Things that help people feel good (e.g., playing outside, doing things they enjoy, spending time with family, getting enough sleep). Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.	What Character Strengths are and how they make us unique and special. About the 5 Character Strengths and what they mean: 1.Love and Kindness 2. Bravery and Honesty 3. Exploring and Learning 4. Teamwork and Friendship 5. Love of Life and Our World That the best way to learn more about your strengths is to notice them. That our strengths are like superpowers, and when we use them, it helps us to be our best and feel happy. That it is nice to tell other people when they use their strengths, as it makes them feel good.	something. The Celebrate module is focused on introducing the evidence-based theory that we all have different Character Strengths and that, by understanding what they are and then using them as much as possible, we can be at our best. My Happy mind- Places helps children deepen their understanding of emotions and develop effective self-regulation strategies. It empowers children to identify how they are feeling, recognise the impact emotions have on their minds and bodies and apply self-regulation tools to manage their emotions constructively.
PE	Dance-The Zoo SCS-Net and Wall	Perform dances using simple movement patterns. Are physically active for sustained periods of time Engage in competitive sports and activities	Dance Pupils can move in relation to the music and respond with appropriate movements and actions. Pupils can ensure their movements are big and clear. Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving. Pupils can demonstrate fairness and empathy as they work well with others, creating their movements and sequences. Pupils will develop life skills such as self-belief and courage as they create their sequences including more advanced compositional elements	Dance -The Zoo The unit of work will challenge pupils to respond to the stimulus (different zoo animals) using a range of different, controlled movements showing character expression. Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence Net and Wall Hitting/Striking: Learning to point the hand or object at a target, using the correct part of a racket, and watching the ball to prepare for a hit. Throwing:

			Net and Wall The children will be developing fundamental movement skills like striking and throwing, learning to hit a ball with control, performing basic footwork and maintaining a ready position, making simple tactical decisions to target an opponent's space, and understanding and following basic game rules for fair play. Children also begin to develop body awareness, learn to use space effectively, and work with others to keep a rally going or score points.	Developing underarm throws to a partner and learning to place enough power for the ball to bounce once. Footwork: Using appropriate steps to run and stop, and understanding that a ready position helps with movement in any direction.